MS ELA CC PD

August 21, 2012

Mary Potter Middle

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| Objective: | * Participants….will review the strands, clusters, standards of the ELA Common Core. * …practice matching literature with the CC standards * …gain understanding of the 3 instructional shifts with teaching the Common Core * …gain knowledge of text dependent questions, what they are, how they look, and practice creating their own * …Look intensly at the GCS pacing Units, how they were designed, what they require for instruction * …Design lessons for the first 20 days |
| How Topic Fits in Framework: | The Common Core Standards are the meat of our Readers and Writers workshop |
| Key Understandings | - |
| Common Core State Standards |  |
| Teacher materials | Computer  ELA Common Core Standards Notebook  Guided Readers and Writers Book  Read Aloud text brought by the teacher |

1. **Introduction and Objectives for the day (5 minutes) 8:00-8:05**
2. **Review CCSS- Bingo Game (15 Minutes) 8:05-8:20**
3. **Getting into the standards and matching with literature (30 minutes) 8:20-8:50**
   * **Read independently: What can a small bird be?**
   * **Compare text to CCSS with leading questions for the 3 clusters**
4. **The 3 Instructional Shifts (45 minutes) 8:50-9:35**
   * **Whole group, briefly explain the instructional shift**
   * **Independently view brochure, one shift at a time, fill in the back based on what changes you think this will bring to your classroom**
   * **Discuss findings with turn and talk partner**
   * **Repeat for Shift 2 and 3**
5. **The shifts, summarized (25 minutes) 9:35-10:00**
   * **In groups of 3, choose one shift to summarize using a Voki.**
   * **Gallery walk to view/listen to summaries**
6. **Break- (15 minutes) 10:00-10:15**

**7. Text Dependent Questions (45 minutes) 10:15-11:00**

* **What are they?** Read an excerpt from Christina Hank’s blog to define text-dependent questions
  + **Participants will answer questions based on their reading to help them clearly define text dependent questions**
  + **Model examples of Text Dependent questions using the text What can a small bird be?**
* **Example and Non-Example matching- in groups of 3 sort the text dependent questions into examples and non-examples**
* **Match the example questions to their correct standard**

1. **Practice (20 minutes) 11:00-11:20**
   * **Independently using the read aloud text that participants brought to the session, practice creating text dependent questions**
   * **Share with a partner the created text dependent questions and how you created them**
2. **Morning Reflection- (10 minutes) 11:20-11:30**
   * **On a sticky note, jot down 2-3 things that you have gained from the morning activities.**
   * **Share your thoughts with a partner**
   * **Place your sticky on the chart when leaving**
3. **Lunch Break-(1 hour 15 min) 11:30-12:45**

**\*\*\*Participants will need to sit with grade levels upon returning from lunch.\*\*\***

1. **Unit Design- (20 minutes) 12:45- 1:05----JOYE**
   * **Why was this structure chosen? Based on the Rigorous Curriculum Design**
   * **Show Steps from pages 29-30 and briefly discuss each**
   * **Compare steps 1-4 to our pacing units.**
2. **Big Ideas and Essential Questions- (20 minutes) 1:05-1:25---Lisa and Sharon**
   * **In small groups, divide reading assignments for pages 128-135 of RCD book. Read assigned section noting important parts**
     + **share/teach individual readings with the rest of small group**
   * **Look at Units 1 and 2 of our pacing guides view the Essential questions and Big ideas…use these as a model**
3. **Create our own Big Ideas and Essential Questions- (45 minutes) 1:25-2:10---Lisa and Sharon**
   * **Divide grade levels in half, giving one half unit 3 and the other half unit 4**
   * **Each group will spend 5-10 minutes getting to know their unit, the priority standards, and summaries**
   * **Break these groups into pairs to create their own Big Ideas and Essential Questions based on the priority standards for their unit posting them on chart paper (in the end, each grade level should create 2 different sets of Big Ideas and Essential Questions for both Unit 3 and Unit 4)**
   * **Pairs will post their creations and share their questions and ideas with the rest of the whole group and also give a little background of the priority standards of their unit**
4. **Assessment and Engaging activities (5 minutes) 2:10-2:15--JOYE**
   * **Discuss these steps and what’s to come**
5. **BREAK (15 minutes) 2:15-2:30**
6. **Lesson Planning (1 hour 15 minutes) 2:30-3:45--MARY**
   * **View Unit 1- The 20 first days- look in-depth at priority standards**
     + **Review The 20 first days in the GRW book**
     + **With grade levels, brainstorm some minilesson topics that you will use during these first days**
   * **Minilesson review**
     + **What should this look like? How long should this be?**
     + **Compare Minilesson statement/focus to Clear Learning Goals**
     + **Hand out and review the minilesson template**
     + **Minilesson planning for the first 20 days--MARY**
     + **Teachers will work within their grade levels to being lesson planning and will continue the lesson planning work with their grade levels tomorrow**
     + **Minilesson share- Share ideas with the rest of the grade level**
7. **Debrief/Reflection- (15 minutes) 3:45-4:00**
   * **On a sticky note, respond to the following: Based on the information gained today, explain how will this impact your instruction this year?**
   * **Give opportunity for participants to share out, if willing**
   * **On the way out the door place sticky on the chart: Major impact, Some Impact, Little to No Impact**